

## Academic Writing for Graduate Students: Answer key

- Task 16:
  1. There is an old-to-new information flow. Sometimes the grammatical subject is repeated across sentences. Sometimes the information at the end of a sentence becomes the grammatical subject of the next sentence. These connections are underlined.
  2. (2) However, the specific service workers that are customarily tipped, and the amounts consumers give those workers vary across nations. (3) For example, in the United States consumers tip in over 30 different service professions, while no service professions are tipped in Iceland (Star, 1988). (4) In Mexico consumers tip restaurant servers 15% to 20% of the bill, but tip only 5% to 10% of the bill in Romania (Putzi, 2002). (5) These variations in tipping norms are sources of uncertainty for international travellers and phenomena to be explained by hospitality and tourism researchers. (6) International differences in tipping customs may be partially explained by differences in national values. (7) According to Hofstede (1983), national values differ on four major dimensions – power distance, uncertainty avoidance, individualism, and masculinity. (8) Power distance reflects a nation's acceptance of power and status differences. (9) This value should be positively related to national acceptance of tipping because tipping gives customers power over servers. (Hemenway, 1984; Lynn, 2000a).
  3. Sentence 1 provides a description of tipping practices that are common across countries, conceding in Sentence 2 that differences exist. Since both points are true – there are similarities and differences at the same time – this is an adverse relationship.
  4. The phrase *these variations* refers to the differences in the number of service professions and tip amounts in the places stated in Sentences 3 and 4.
  5. The words tip (along with the variation tipping) and consumers are repeated often. Repetition of familiar information build coherence.
  6. Given the four dimensions were stated, one could reasonably expect Sentence 10 to pick up the second dimension, namely uncertainty avoidance. Alternatively, Sentence 10 could continue talking about power.
- Task 17:
  1. Topic 1: more on the biological clock  
Topic 2: something on the circadian rhythm
  2. The sentences are not clearly connected because a new topic/subject is introduced. The introduction of new information where familiar content is expected can make it difficult to follow the ideas.
  3. The revision is better in that some old or familiar information – the clock – from Sentence 1 is repeated in Sentence 2. In Sentence 3, the new information given at the end of Sentence 2 (*the suprachiasmatic nucleus*) appears early, where readers would expect some familiar information.
  4. Although both sentences 4 and 5 mention *light*, the precise relationship between the two sentences is not clear. Readers need more help because

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Sentence 4 indicates that the dark-light cycle is not needed for the biological clock. In the next sentence, *light* is said to be involved. Thus, the two points need to be reconciled, and the best way to do this is by adding a logical connector. A good choice might be to joining the two sentences with *although*.

5. Sentence 5 is connected. (Consider how it would change if we added *specifically* or *to clarify* at the beginning of the sentence to mark the transition to an explanation of why *light* is important).
6. *Promoting* seems to establish a causal relationship.
7. Sentence 6 could be better connected if the order of information were reversed by using passive voice. This change would look like this.

***It was once thought that the biological clock is disrupted by aging.***

This change places *biological clock* in a location where readers would expect to find some familiar information. The opening clause *it was once thought* is fine where it is and does not distract readers from the focus.

8. It makes sense to put the information in a separate paragraph since a new aspect of the topic is being developed.
9. The connection is not strong. The introduction *of doctors* may seem a bit of a surprise to readers. This is completely new information at the beginning – where readers expect something familiar. Sentence 8 could be rewritten this way.

***This valuable information can be used by doctors in the treatment of sleep disorders among the elderly.***

Note how the passive voice can be strategically used to improve the information flow. (Note that grammar checkers in word processing programs warn us that passive voice has been used and suggest alternatives in active voice that may actually disrupt the flow of ideas.)

10. Text A is correct in terms of grammatical accuracy, however, the connection of ideas could be better. (Note that sentence connectors are not necessarily the best first strategy to establish good connections. Old-to-new information flow is also very useful).

- Task 18:

Although most major companies provide their employees with email accounts as well as internet access , many of these companies are concerned about potential abuse and monitor their employees' use of these media. In fact, more than 75% of all major corporations report that they monitor their employees' use of email and internet access , either by spotchecking or constant surveillance. Businesses have many reasons for monitoring email and internet use for example , they may be concerned about protecting sensitive company information. **In addition**, they may be worried about lawsuits arising from sexual harassment because of mass mailing of offensive jokes. **They** may also want to identify employees who are surfing the internet rather than working. In other words , they are concerned about cyberslacking.

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- Task 19:
  - A. For example,  
Although/ While  
however,  
thus
  - B. however,  
thus  
Although/ While  
For example
- Task 20:
  - 1. a, b, e (neutral); d (evaluative)
  - 2. b, e
  - 3. d
- Task 21:
  - 1. view
  - 2. finding
  - 3. problem
  - 4. process
  - 5. disruption
  - 6. situation
- Task 23:
  - 1. b
  - 2. b
  - 3. b, c, d
- Task 25:
  - 1. U (Writers should definitely have their own style, but they do need to consider the expectations of the readers and then decide what style to use.)
  - 2. U (This is a grey area; however, it should not be overdone)
  - 3. H
  - 4. U
  - 5. H
  - 6. H
  - 7. U (Except when specifically asked to do this, graduate students should refrain from an over-reliance on personal experience)
  - 8. H (This should be done with balance, however. One should avoid an all-out attack.)
  - 9. H
- sadf